My First Therapy Visit Picture Plan

Prepare practical questions and comfort choices without revisiting difficult memories.

WHY THIS ACTIVITY EXISTS

This two-page kit helps with everyday communication or practical preparation. It is not an assessment or a clinical exercise. If your child is not interested, skip it.

HOW TO USE IT TOGETHER

Tell your child only what you know about the visit. Check practical details with the clinician rather than promising what will happen.

THREE SMALL STEPS

1. Circle one thing you want to ask about your visit. 2. Draw an item that might help you feel comfortable. 3. Choose how you would like to ask for a pause.

WORDS TO TRY

Say something like: “I have a question about my visit.” Let your child change the words, point, draw, or decline.

WHEN TO STOP

Do not ask your child to rehearse, describe, or record upsetting experiences.

MAKE IT ACCESSIBLE

Read aloud, write for your child, use pointing, or do just one part. This is a conversation invitation, not homework.

My First Therapy Visit Picture Plan

This page is yours. You can change it, skip it, or make it your own.

1 Circle one thing you want to ask about your visit.

2 Draw an item that might help you feel comfortable.

3 Choose how you would like to ask for a pause.

MY DRAWING OR NOTES

You may want to choose:

[ ] Where will we sit?

[ ] What if I need a break?

[ ] Can I bring my comfort item?

[ ] Can I draw instead of talk?

My School-Day Comfort Choices

Make a small everyday plan for transitions around school.

WHY THIS ACTIVITY EXISTS

This two-page kit helps with everyday communication or practical preparation. It is not an assessment or a clinical exercise. If your child is not interested, skip it.

HOW TO USE IT TOGETHER

Offer two realistic choices for the time after school. Keep the plan flexible and collaborate with school staff if support is needed.

THREE SMALL STEPS

1. Pick one thing that usually helps after school. 2. Choose a grown-up you could ask for help.
3. Draw a small comfort choice you want to try.

WORDS TO TRY

Say something like: “After school, I would like...” Let your child change the words, point, draw, or decline.

WHEN TO STOP

Do not use this page to investigate bullying or other upsetting events; involve appropriate adults.

MAKE IT ACCESSIBLE

Read aloud, write for your child, use pointing, or do just one part. This is a conversation invitation, not homework.

My School-Day Comfort Choices

This page is yours. You can change it, skip it, or make it your own.

1 Pick one thing that usually helps after school.

2 Choose a grown-up you could ask for help.

3 Draw a small comfort choice you want to try.

MY DRAWING OR NOTES

You may want to choose:

[ ] A snack or water

[ ] A favorite activity

[ ] Quiet time

[ ] Talking later

My Bedtime Comfort Menu

Make a flexible menu of familiar wind-down choices.

WHY THIS ACTIVITY EXISTS

This two-page kit helps with everyday communication or practical preparation. It is not an assessment or a clinical exercise. If your child is not interested, skip it.

HOW TO USE IT TOGETHER

Keep choices predictable and realistic. If sleep problems are persistent or severe, discuss them with your child’s healthcare professional.

THREE SMALL STEPS

1. Choose one familiar bedtime comfort. 2. Draw what makes your room feel welcoming. 3. Ask a grown-up about one small routine you can try.

WORDS TO TRY

Say something like: “At bedtime, it helps when...” Let your child change the words, point, draw, or decline.

WHEN TO STOP

Do not promise that a worksheet will prevent nightmares or resolve sleep difficulties.

MAKE IT ACCESSIBLE

Read aloud, write for your child, use pointing, or do just one part. This is a conversation invitation, not homework.

My Bedtime Comfort Menu

This page is yours. You can change it, skip it, or make it your own.

1 Choose one familiar bedtime comfort.

2 Draw what makes your room feel welcoming.

3 Ask a grown-up about one small routine you can try.

MY DRAWING OR NOTES

You may want to choose:

[ ] A favorite story

[ ] A familiar toy

[ ] A gentle light

[ ] A quiet song

My Help Signal Toolkit

Design a word or gesture to tell an adult you need a pause or company.

WHY THIS ACTIVITY EXISTS

This two-page kit helps with everyday communication or practical preparation. It is not an assessment or a clinical exercise. If your child is not interested, skip it.

HOW TO USE IT TOGETHER

Decide together what the chosen signal means and how you will respond. Practice it during an ordinary calm moment.

THREE SMALL STEPS

1. Pick a word, gesture, or picture for your signal. 2. Show a grown-up what it means. 3. Choose what you would like the grown-up to do.

WORDS TO TRY

Say something like: “My help signal means I need...” Let your child change the words, point, draw, or decline.

WHEN TO STOP

Respect the signal; never insist on continuing a worksheet when the child stops.

MAKE IT ACCESSIBLE

Read aloud, write for your child, use pointing, or do just one part. This is a conversation invitation, not homework.

My Help Signal Toolkit

This page is yours. You can change it, skip it, or make it your own.

1 Pick a word, gesture, or picture for your signal.

2 Show a grown-up what it means.

3 Choose what you would like the grown-up to do.

MY DRAWING OR NOTES

You may want to choose:

[ ] Stay near me

[ ] Give me some space

[ ] Help me say it

[ ] Let us stop

Different Ways to Tell Someone

Practice choosing between talking, drawing, pointing and writing.

WHY THIS ACTIVITY EXISTS

This two-page kit helps with everyday communication or practical preparation. It is not an assessment or a clinical exercise. If your child is not interested, skip it.

HOW TO USE IT TOGETHER

Do not demand an explanation. Offer access to communication methods familiar to your child, including nonverbal options.

THREE SMALL STEPS

1. Circle a way of sharing that works for you. 2. Choose one short sentence or picture card. 3. Practice with a grown-up you trust, if you want.

WORDS TO TRY

Say something like: “I can show you another way.” Let your child change the words, point, draw, or decline.

WHEN TO STOP

This activity is not a substitute for interpreting a disclosure or providing clinical or safeguarding support.

MAKE IT ACCESSIBLE

Read aloud, write for your child, use pointing, or do just one part. This is a conversation invitation, not homework.

Different Ways to Tell Someone

This page is yours. You can change it, skip it, or make it your own.

1 Circle a way of sharing that works for you.

2 Choose one short sentence or picture card.

3 Practice with a grown-up you trust, if you want.

MY DRAWING OR NOTES

You may want to choose:

[ ] Say it aloud

[ ] Draw it

[ ] Write it

[ ] Point to a picture

When Plans Change: My Small Choices

Help children identify a familiar next step when everyday plans change.

WHY THIS ACTIVITY EXISTS

This two-page kit helps with everyday communication or practical preparation. It is not an assessment or a clinical exercise. If your child is not interested, skip it.

HOW TO USE IT TOGETHER

Name what changed clearly, validate the response, and offer one or two concrete choices that you can keep.

THREE SMALL STEPS

1. Draw one small change that happens in an ordinary day. 2. Circle a feeling word that could fit. 3. Pick one thing a grown-up might do to help.

WORDS TO TRY

Say something like: “I need to know what happens next.” Let your child change the words, point, draw, or decline.

WHEN TO STOP

Use neutral everyday examples, not frightening or traumatic changes.

MAKE IT ACCESSIBLE

Read aloud, write for your child, use pointing, or do just one part. This is a conversation invitation, not homework.

When Plans Change: My Small Choices

This page is yours. You can change it, skip it, or make it your own.

1 Draw one small change that happens in an ordinary day.

2 Circle a feeling word that could fit.

3 Pick one thing a grown-up might do to help.

MY DRAWING OR NOTES

You may want to choose:

[ ] Tell me what happens next

[ ] Give me time

[ ] Show me a picture plan

[ ] Sit with me

My Everyday Strengths Stars

Notice skills and interests without turning feelings into a performance.

WHY THIS ACTIVITY EXISTS

This two-page kit helps with everyday communication or practical preparation. It is not an assessment or a clinical exercise. If your child is not interested, skip it.

HOW TO USE IT TOGETHER

Praise the process and effort rather than ranking the child or demanding positivity.

THREE SMALL STEPS

1. Draw something you enjoy learning or doing. 2. Choose one small step you took recently.
3. Add a star for someone who helps you learn.

WORDS TO TRY

Say something like: “One thing I like about learning is...” Let your child change the words, point, draw, or decline.

WHEN TO STOP

Avoid forced gratitude, praise, or reassurance when a child is upset.

MAKE IT ACCESSIBLE

Read aloud, write for your child, use pointing, or do just one part. This is a conversation invitation, not homework.

My Everyday Strengths Stars

This page is yours. You can change it, skip it, or make it your own.

1 Draw something you enjoy learning or doing.

2 Choose one small step you took recently.

3 Add a star for someone who helps you learn.

MY DRAWING OR NOTES

You may want to choose:

[ ] I kept trying

[ ] I asked a question

[ ] I helped someone

[ ] I made something

Questions for My Therapist

Build a child-led question list to bring to a qualified professional.

WHY THIS ACTIVITY EXISTS

This two-page kit helps with everyday communication or practical preparation. It is not an assessment or a clinical exercise. If your child is not interested, skip it.

HOW TO USE IT TOGETHER

Invite questions but do not coach answers or tell the child what the therapist expects.

THREE SMALL STEPS

1. Circle a question you would like answered. 2. Add your own question in pictures or words.
3. Choose how you want to share it with the therapist.

WORDS TO TRY

Say something like: “I would like to ask...” Let your child change the words, point, draw, or decline.

WHEN TO STOP

Do not use the form to guide trauma recall or prepare an EMDR processing protocol.

MAKE IT ACCESSIBLE

Read aloud, write for your child, use pointing, or do just one part. This is a conversation invitation, not homework.

Questions for My Therapist

This page is yours. You can change it, skip it, or make it your own.

1 Circle a question you would like answered.

2 Add your own question in pictures or words.

3 Choose how you want to share it with the therapist.

MY DRAWING OR NOTES

You may want to choose:

[ ] Can I take a break?

[ ] What will we do today?

[ ] Can my grown-up help?

[ ] Can I ask again later?